



Classroom Teaching

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Respect, Teamwork and Civility: Inspiring Personalized Mentoring Relationships



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For Today

- We will use zoom functions to engage you throughout
- We may not be able to **monitor chat or “raise hands”**
 - *Will someone volunteer to keep an eye on chat?*
- We will pause periodically and invite questions
- Please keep **muted** unless planning to talk
- If possible, close other programs
 - Distraction and bandwidth
- **If you have an issue please unmute and stop us**
- If you can and are comfortable, show yourself
- Change name to what you prefer



Introduction



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I am

- Student (medical, nursing, PH, other)
- Instructor
- Assistant Professor
- Associate Professor
- Professor
- Other



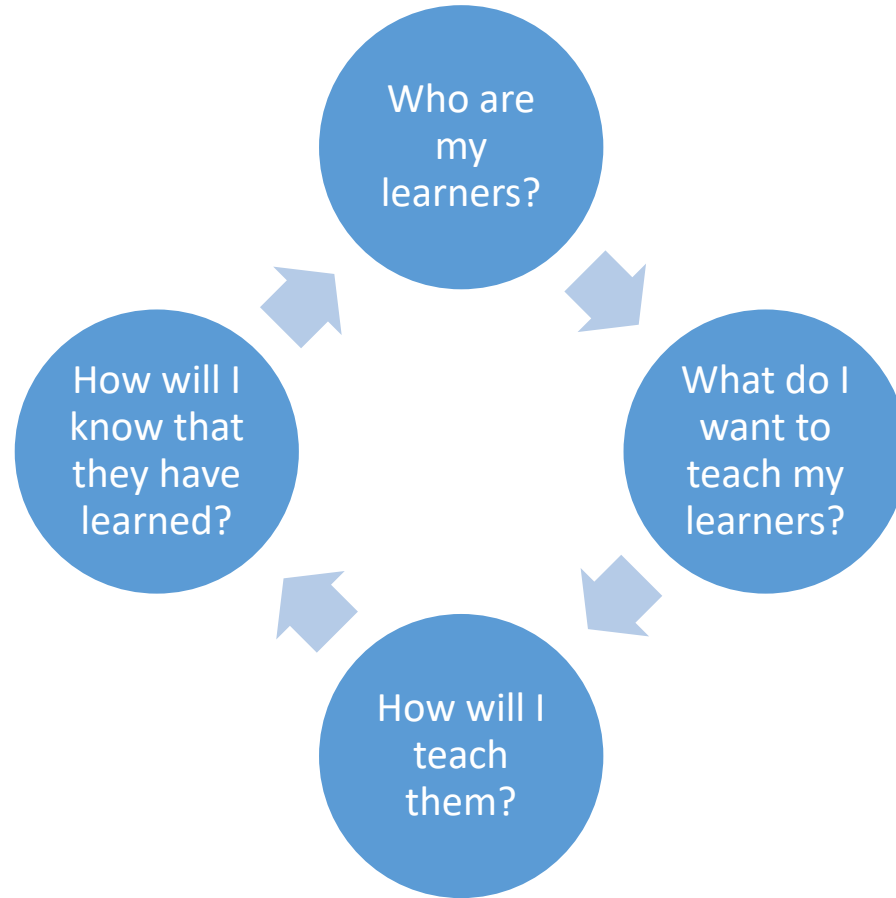
My CLASSROOM Learners Are

- Undergraduates
- Medical, nursing or public health students
- Graduate students
- Residents/Fellows/Postdocs
- Peers
- Other



Agenda

- Share some challenges
 - Design solutions- *you are already experts*
- Work through case example
- Summarize strategies and takeaways for online clinical teaching



Recall

- Technologies (Zoom etc) - like PowerPoint- are simply tools to help you
 - Just because an app has a feature doesn't mean you have to use it
 - Proper use of features can enhance the learning environment and learning
- Plan activities and breaks from “screen time”

Good Teaching

- Establish a good learning environment
- Have clear Learning Objectives
 - Linked to presentation
 - Linked to planned assessment
- Use adult learning principles
- Design your session(s) properly
- Engage the learners
- **Fits into course (vs session) objectives**



Issues



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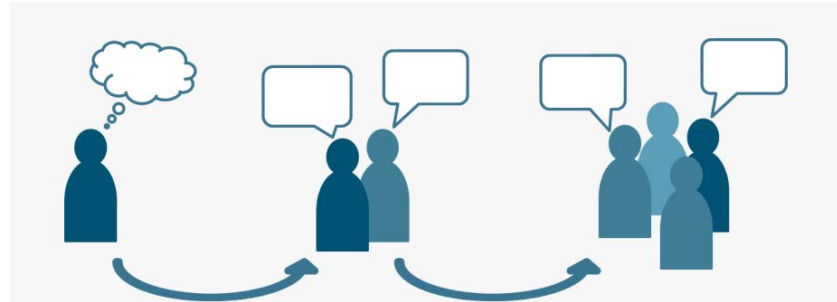
What Are Some Challenges You Face *(Chat – Reply Just Me)*

- with converting a classroom session (course) to on line?
- with designing a session (course) on line?



Solutions....

- **Think:** Think about on-line techniques you might use to address challenge X (*write it down*)
- **Pair:** With a few others
 - Come up with solutions to the challenge
 - Think about unexpected opportunities online might offer
 - Be ready to report back
- **Share:** Solutions and themes that emerged.



Solutions

- Need to be individualized
 - Smaller classroom teaching
 - Larger classroom teaching
 - How to address technical or other items

Case 1: Smaller



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A Case Study: Smaller Classroom Sessions

- You are asked to create a 2 week on-line elective on “how to teach” for 3rd and 4th year medical Students
 - are not allowed to be in clinical areas.
- You want to convert *Foundations of Teaching and Learning*, a 4 hour live/interactive course, into 2 week elective
 - 3 hrs/day, 5 days/week

What Can We Do

- To promote a positive learning environment and engage learners?
- Prevent “Screen time” burnout

What We Did (1)

- Limited class size
- On first day, each introduced self and “one fun thing you did in last week” (given COVID)
 - Added a “check in” question each day
- Shared the Learning Objectives
- Developed “ground rules” and expectations

What We Did (2)

- Utilized many interactive features for peer-to-peer conversation
 - Break out rooms
 - White boards
 - Chat (reply all, reply to host)
 - Polls

What Can We Do To...

- have learners take ownership of their learning
- have learners practice skills
- prevent burn out too much “screen time”

What We Did

- Made liberal use of Blackboard (asynchronous) chat board
- Gave some assignments to work on individually, rather than be on-line
 - Made assignments during week one
 - Each student was to make a 10 minute presentation in week 2
- Assigned a faculty coach to work one-on-one with each student
- *Asked* students if they felt comfortable giving feedback to each other – then assignment a “primary reviewer”

Questions? Curiosities?



Case 2: Large



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A Case Study: Large Classroom Sessions

- You are asked to change your 60 minute CME lecture about ARV (antiretroviral) selection for HIV patients in 2020 to fully online



What Can We Do

- To engage learners?

What We Did (1)

- Kept my learning objectives
- Brief didactic
- Used Zoom/PowerPoint methods to emphasis key items
 - Annotate or Highlight

What We Did (2): *Embed Clinical Case Questions*

- “Which ARV would you recommend?”
 - Used polls
 - Breakout room -> polls (complex cases)
- Easier to more complex (based on Learning Objectives)
- Used chat after case for questions
 - Had a colleague monitor/summarize chat questions
- Didactic followed each case
 - WHY answers were right or wrong
 - Adjusted based on how they answered cases

What We Did (3):

- Left time at end for clarifying questions

Questions? Curiosities?



Summary

- Online classroom teaching follows the same good “rules” of live teaching and learning
- One has to work harder/be creative to engage audience
- Some online features *enhance* learning and participation
- If possible it’s great to have a co-facilitator to manage chat etc.